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ABSTRACT

Most science curriculum innovations seem to have their origins and emphases in urban intellectual concerns and their content generally caters to university bound students. The reason for the failure of rural students in science subjects may be the lack of relevancy of the program to the needs of individuals living in rural areas. Chapter 1 describes the components, history, and modes of transportation systems with four activities. Chapter 2 uses 21 activities to help explain some scientific terms and principles involved, such as speed, force, Newton's laws of motion, inertia, weight, frictional force, center of gravity, moment of force, conservation of energy, pressure, erosion and topography. Chapter 3 discusses the bullock-cart as one example of a mode of transport. Topics discussed include the name, function, usage, power transmission sequence, energy losses, role of roads, systems approach, and design and construction ideas of the cart with three activities. Test questions are provided at the end of each chapter. (YP)

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